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ABSTRACT

Because most graduate geography students will engage in professional teaching activities, the Teaching Preparation Program of UCLA's department of geography is viewed as an important part of graduate training. The program, co-directed by a graduate student and faculty member, is available to all graduate students on a voluntary basis and consists of three levels of training over a 3-year period. Training may be entered at any level with financial support provided to all participants not receiving support as teaching assistants; credit is offered but does not count toward degree requirements. The first level of training consists of methods, problems, and theory of instruction with observation and assistance to second level trainees who teach laboratory and discussion sections for lower-division geography courses. At the third level trainees participate in team-teaching with a faculty member or teach as an independently supervised intern at a local college. The benefits to undergraduates, graduate students, and faculty in better trained instructors and greater student/instructor contact are obvious. A prospectus of activities and resources for the 1973 program are included. (JH)

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TEACHING PREPARATION PROGRAM (TPP)*

Department of Geography
University of California, Los Angeles

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Introduction

Recognizing a responsibility to prepare graduate students for instructional as well as for scholarly professional roles, the Department of Geography at UCLA has instituted as a part of its graduate studies program a formal Teaching Preparation Program (TPP). Because the vast majority of students (nearly 90%) who receive graduate degrees in geography engage in teaching as a part of their professional activities, this program is viewed as an important part of graduate training in the department; it is expected that most graduate students will avail themselves of this opportunity to obtain extensive training and experience in the art of teaching.

Beside being one of the few formal graduate teacher training programs in the nation, the Teaching Preparation Program has a number of other unusual features. 1) Extensive teaching preparation activities and practice teaching are made available to all graduate students in the department, not just to teaching assistants or a chosen few who have demonstrated a particular talent for teaching. Although participation in the program is voluntary at present, a majority of graduate students do take part in program activities sometime during their graduate careers. 2) There is a progressive, step-wise increase in teaching responsibilities during the course of training. This training takes place on three levels, each about one academic year in length. First-level students obtain a firm grounding in basic methodological and theoretical concepts of teaching and learning through participation in a series of seminars, workshops, discussion groups, and lectures as well as having a limited opportunity for practice teaching. Second-level trainees, in addition to participating in workshops and teaching evaluation activities teach several sections of laboratory or discussion classes in the department's basic undergraduate courses. Third-level trainees are involved in team-teaching courses with faculty members or intern teaching at other colleges and community colleges in the area. 3) The training sequence and program activities are flexible and suited to student needs and interests. Trainees may enter and participate in the program at whatever level they feel would be most beneficial. Rate of progress through the program is largely determined by the trainee, in consultation with the program director and coordinators. When trainees have interests and needs beyond the scope of normal program offerings, they are encouraged to seek out other appropriate resources and to design their won preparation activities. 4) Financial support in the form of modest stipends is available to all program participants except for the departmental teaching assistants, who are supported by university funds. These TPP stipends are offered to compensate for the additional time and effort devoted to preparation activities, and thés compenstation is approximately equal to that provided to teaching and research assistants when computed on an hourly basis. 5) Course credit is offered for certain program activities; although this does not count toward degree requirements, it does appear on the participant's official transcript.

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*For additional information about the Teaching Preparation Program, contact the program director or coordinator, Benjamin E. Thomas or R. Keith Julian, at the Department of Geography, University of California, Los Angeles, California. Telephone (213)-825-1071 or (213)-825-1071.

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Program Objectives

In addition to the very general goals of making graduate students better college teachers and focusing attention on the teaching-learning environment in higher education, the Teaching Preparation Program has the following specific objectives:

1. To afford an opportunity for all interested graduate students to undergo adequate preservice teaching experience and to offer methodological preparation as a regular part of graduate professional training.

2. To identify and consider problems unique to the teaching of geography at the college level and to suggest a variety of instructional solutions to these problems.

3/ To introduce a wide range of teaching techniques and strategies and to assist beginning teachers in utilizing and mastering certain basic instructional approaches.

4/ To progressively increase confidence of trainees in their instructional abilities and to broaden their understanding of the teaching-learning process.

5. To encourage interest in improving the instructional environment on the part of graduate students, faculty members, and adminsitrators by demonstrating the commitment of the department to better teaching.

6. To improve the quality of undergraduate instruction through adequate preparation of graduate students as teachers, both present and future.

Basic Assumptions and Rationale

The design and execution of the Teaching Preparation Program has been based on the following inductively and deductively-determined assumptions and facts:

1. There is an appreciable need for encouraging good teaching at the college level.

2/ Most graduate students in geography will eventually engage in teaching on a regular and intensive basis as a part of their professional careers.

3/ Nearly 40% of the undergraduate instruction at UCLA is presently being done by graduate students and graduate student teaching assistants.

4. Fewer than 10% of graduate students in geography are able to engage in preservice teaching as departmental teaching assistants because of the limited number of TA positions available.

5/ Few graduate students are able to know for certain that they are suited for teaching or whether they will enjoy teaching until they have actually experienced it.

6. Most graduate students who are prospective teachers want to become good teachers

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7. Teaching skills and confidence can most effectively and practically be developed through preservice preparation and practice.

8. Such preparation requires an investment of considerable time, effort, and genuine commitment on the part of the students, faculty, and department.

9. Compensation can and must be provided program participants in the form of stipends, increased employment opportunities, course credit, decreased graduate studies workload, official encouragement on the part of faculty and administration, and recommendations for postgraduate teaching positions.

10. The most effective preparation for quality teaching consists of both methodological theory and practice teaching, offered concurrently with subject matter preparation in graduate school.

11. The department, in conjunction with other university resources and personnel, can best provide for and administer teaching preparation as a part of its graduate studies program.

12. That measureable and relatively immediate improvement in the instructional abilities of program participants will justify any investment of time, effort and funds on the part of the department and the university.

Institutional Setting

The Department of Geography at UCLA has approximately 120 graduate students (only about 80 in residence at any given time), 20 full-time faculty members, and 15 university-funded teaching assistant positions. More than 4500 undergraduate students are enrolled in the departments upper and lower division courses each year, most of them coming into contact with TPP teacher trainees in those courses. The Department of Geography has a number of facilities which are conducive to a favorable instructional environment: a departmental library; adequate classroom and laboratory space; a variety of classroom sizes, types, and internal arrangements; a collection of teaching-learning resource materials and references; a number of faculty members interested in and strongly commited to quality teaching.

On the campus of UCLA there are a number of instruction-related resources which are utilized by the Teaching Preparation Program and its participants. Among them are: the Campus-Wide Program for Teaching Assistants; the Office of Academic Change and Curriculum Development; the Media Center; The Center for the Study of Evaluation; the Creative Teaching Information Center; the Learning Skills Center; the Education and Psychology Library; the ERIC Clearinghouse for Community Colleges; and the Graduate School of Education. At present there is also a reasonably strong commitment to the concept of graduate student teaching preparation on the part of the university administration.

Program Administration

The Teaching Preparation Program is headed by the Department Chairman. Working directly under him and responsible for the day-to-day operation of the program are the

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the two co-directors, a faculty coordinator and a graduate student coordinator. These co-directors are also responsible for all program activities, coordinating the participation of faculty members and graduate students, liason with other agencies in the university, and for obtaining funding to support the program and for program continuity. Working under the co-directors is the teaching coordinator (or coordinators if there are sufficient trainees engaged in practice teaching in any given year) whose job is to make arrangements for practice teaching assignemnts and evaluation for all three training levels; he also maintains the training folder records maintained for each program participant. Personnel are selected for these positions on the basis on a strongly demonstrated commitment to geographic education and teaching, previous experience in the Teaching Preparation Program, and adminstrative abilities.

The Training Program

In order to insure thorough preparation and adequate opportunity for practice teaching, the Teaching Preparation normally involves a comprehensive three-year sequence of training. Most participants begin the progeam in their first or second year of graduate studies, which allows those seeking doctoral degrees to complete training by the time they reach the dissertation stage, while master's degree candidates usually are able to finish the second-level of training. Exceptionally qualified rtainees and those with previous teaching experience may choose to enter the program at the second or even third level. Program procedures, regulations, and training sequence are characterized by a high degree of flexibility, thus insuring that the individual needs and interests of participants can be accomodated. Trainees are encouraged to develop individualized courses of training and training activities if the regularly scheduled activities fail to meet their needs.

The first level of the training sequence is primarily an introduction to the methods, problems, and theoretical/philosophical foundations of college-level instruction. Trainees are obligated to spend three to five hours per week in some activity offered by or related to the program. During the Fall, Winter, and Spring Quarters five or six seminars, workshops, lecture series, or formal courses are offered as program activities from which first-level trainees must select at least one each quarter; these activities are also open to second and third-level students. During the Spring Quarter all first-level students must enroll in a special Geography Department seminar ("The Teaching of College Geography") which deals specifically with the instructional problemsaand methodology of college-level geography. This seminar is designed to prepare trainees for the following two years of departmentally-supervised teaching.

An additional part of the first-level training involves observation and assistance of second-level trainees in instructional situations, as well as each quarter conducting at least two class periods in a lab, discussion, or lecture section; this provides an opportunity to begin to apply the theoretical and methodological background previously obtained in workshops and seminars. Approximately 40% of the TPP participants are training at the first level each year, with natural attrition and graduation accounting for decreasing participation rates at the second and third levels. First-level stipends range from $300 to $500 per year, depending on the degree of involvement in the program and the amount of time devoted to program activities.

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During their second year of program participanten, trainees spend several classroom contact hours each week teaching laboratory and discussion sections for lower-division geography courses, normally Geography 1A, 1B, or 5. The department's teaching assistants perform essentially the same duties and are incorporated into the TPP as second-level trainees; the only difference between TA's and other TPP trainees is that the TA's are funded directly by the university and are required to serve 20 hours per week (part of which is spent in TPP workshops and seminars). Weekly meetings are held among second-level teachers and faculty members in charge of the lower-division courses to discuss common teaching problems and to explore possible solutions. Video and audio tape recording of the lab and discussion sections is encouraged as a means of providing feedback for analysis and self-evaluation of classroom teaching activities. Second-level trainees normally devote five to seven hours per week to program-related activities and their teaching, and their stipend compensation is between $500 and $1000 per year, depending on the amount of time devoted to training activities. About 30% of the program participants are at the second-level each year.

Third-level trainees are expected to plan and execute their own training program, based on two advanced-level teaching options: team-teaching with a faculty member in the department or teaching as an independently-supervised intern at a local college or junior college. Those involved in team-teaching must work closely with the faculty member in charge of the course , with the student teacher expected to carry at least half the work load. The trainee participates in all the normal functions expected of the instructor, including course design, lecturing, conducting class, preparing exams, grading, meeting with students, and post-course evaluation. Trainees are encouraged to experiment with a variety of teaching techniques and approaches in order to find that which is most suitable for the subject matter, for the students, and for the instructors. Extensive opportunity for self-evaluation is provided by video and audio recording of classroom performance, while direct observation and evaluation is offered by the supervising faculty member.

The independent internship provides even greater opportunity for individual initiative and responsibility, with the trainee being given full charge for teaching his own course while he is treated much as a regular faculty member at his "host" college. Supervision and assistance is provided jointly by the host school and by the UCLA Geography Department. Often the intern experience leads directly to an offer of full-time post-graduate employment at the institution offering the internship.

In order to gain experience in a variety of teaching situations and course levels, third-level trainees are encouraged to spend one quarter instructing in a large lower-division lecture-type course, another quarter in a small or medium-sized upper-division course, and a third quarter teaching a small seminar or student-participation type course. A commitment of 7 to 10 hours per week is expectedof third-level students during their final year of preparation, for which they are compensated betweed $1000 and $1500 per year. Since fewer than 25% of TPP trainees are engaged in third-level teaching each year, considerable individual attention is devoted to them by supervising faculty members.

Benefits

Since one of the basic purposes of the program is to offer a maximum of teaching p preparation and experience with a minimum required time and effort commitment on the part of trainees, it is felt that by concurrently presenting methodological/theoretical

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instruction and requiring teaching practice, the program insures that each ~~participant~~ trainee is able to optimize the benefit he receives from participation.

Other substantial benefits of the program are also reaped by those involved, even indirectly. For the undergraduate student: discussion sections in all lower division courses offered by the department, decreased student/instructor ratios, smaller class sizes, better trained and more confident graduate teachers. For the graduate students involved: practical training, leading to mastery of a variety of teaching technique in response to a variety of learning needs; limited financial compensation, both as a reward for services rendered and as ameans of freeing trainess from the pressures of having to seek and hold other employment while practice teaching; a taste of teaching before becoming absolutely and irrevocably commited to a career in education; enhancem of the role and image of the graduate student teaching apprentice in the university systen contacts and experience for future employment; increased "salability" in the present tight market for academic employment.

For the faculty: a slightly decreased teaching load while "team-teaching;" greater faculty-grad student contact and mutual reapect; introduction of new instructional ideas and techniques through association with TPP and trainees; greater opportunity to see and evaluate trainee teaching performance in order to write more comprehensive letters of recommendation. For the department and the university: an enhanced reputation for fostering a "poineering" effort in professional preparation; improved quality instruction of undergraduates by graduate students (and perhaps even faculty); inducing outstanding potential graduate students to enroll in order to take advantage of the opportunity to participate in the teaching program; reducing or eliminating the hassle of sblecting recipients for financial aids by making such assistance available to all qualified and interested program participants; fuller and more effecient use of university resources; more satisfied and better educated students; eventually, better prepared teachers and faculty members as training program graduates become employed by the iniversity.

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TEACHING PREPARATION PROGRAM TRAINING SEQUENCE

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Training Level	Approx. Percent At This Level	Recommended Previous Experience or Qualification	Normal Teaching Preparation Activity	Approximate Weekly Time Commitment (hours)	Approximate Stipend (9 months)
One	40%	None required	Enrollment in at least one seminar, workshop, or other approved activity each quarter, plus practice teaching a minimum of two class sessions in a Geography 1A, 1B, or 5 section.	3 to 5	$300-500
Two	30%	Level One or equivalent past experience. (eg. having taught as a TA or similar apprentice position)	Teaching at least one or two weekly sections of Geography 1A, 1B, or 5, plus regular meetings with other Level Two trainees to consider common teaching conserns and problems.	5 to 8	$500-1000
Three	25%	Level Two or equivalent past experience. (eg. several years TA teaching)	Team-teaching with a faculty member each quarter or individual intern teaching at another school	8 to 12	$1000-1500
Administrative (Teaching Coordinators and Program Coordinator)	5%	Level Three plus strong interest in and commitment to geographic education as a subdiscipline.	Supervising practice teaching at Levels One, Two, and Three, coordinating all program activities, and liason with faculty members and university administration.	20-to 40	$2000-4000

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SAMPLE TEACHING PREPARATION PROGRAM
ACTIVITIES AND SCHEDULE

CREATIVE TEACHING IN THE COLLEGE CLASSROOM

If you are interested in obtaining a copy or copies of Creative Teaching in the College Classroom, a collection of readings used in the UCLA Department of Geography's seminar on the teaching of college geography, send $3.50 for each copy desired to the following address:

Student Educational Policy Commission
301 Kerkhoff Hall
308 Westwood Plaza
University of California,
Los Angeles, CA 90024
Attention: Pam Brown

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FALL QUARTER, 1973
TEACHING PREPARATION PROGRAM ACTIVITIES

Geography 495 (Teaching of Geography at the College Level)

Enrollment optional and open to all TPP participants. Enrolling in Geography 495 will provide two units of academic credit for those students participating in any approved TPP activity (group or individual) or for apprentice teaching within the Department. The only formal "meetings" of the course will be for organizational and informational purposes at the beginning and end of each quarter. Grading is on a Satisfactory/Not Satisfactory basis, as determined by attendance and participation in your chosen activity. Participation in Geography 495 is completely voluntary; you need not enroll in order to take part in other TPP activities or to qualify for a stipend. May be repeated for credit. Enroll in the Department with Pearl Segel. Course ID #38166.

Apprentice Teaching (required of all program participants)

Level One--In addition to participation in at least one seminar, workshop, or other approved preparation activity, all first-level trainees will be required to conduct a minimum of one class session in a lab or discussion section for Geography 1A, 1B, 1C, or 5, working under the supervision of a TA or second-level apprentice teacher.

Level Two--Second-level trainees will conduct at least one, but preferably two or three, weekly lab or discussion sections for Geography 1A, 1B, 1C, 5, or some other course of interest to you. Teaching duties will be essentially the same as for TA's.

Level Three--Team teaching a course with a faculty member, third-level trainees are given considerable responsibility for planning and conducting the course, including lecturing, holding discussions, and grading. Each quarter spent team teaching a different course format and level (e.g. large lower-division lecture, small upper-division lecture/discussion, seminar or student-participation course) within the areas of your academic specialization. Arrangements are made individually for team teaching with a faculty member of your selection.

Classroom Interaction and Its Impact on Learning

This seminar provides an opportunity to examine specific examples of teaching styles and stategies in order to identify what goes on between teacher and student that furthers or inhibits learning. Participants have extensive opportunity to listen to and to analyze tape recordings of their own or other's class teaching, followed by discussion.

The seminar will meet on Tuesday afternoons, starting October 2, from 12:00 noon until 1:45 p.m., in Bunche Hall 1250 (across the hall from Pearl's office). Enrollment limited. Will meet for seven or eight weeks. Suitable for experienced teachers as well as non-teachers and neophytes. For additional information, contact the instructor, Ms. Ann Salyard (825-4657).

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Exposition for College Teaching Workshop

A workshop directed to graduate students and teaching assistants for the purpose of providing practice and guidance in the preparation and delivery of information in the college classroom. Emphasis is on uses of oral communication (especially lecturing) in teaching situations, and considerable attention is given to confidence-building and supportive criticism. Video tape recordings are made of practice teaching situations for self-evaluation and improvement of teaching skills. The instructor also meets privately with members of the workshop to discuss any particular communication problems which they may have.

The workshop will meet on Wednesday afternoons, beginning October 3, from 3:00 p.m. until 4:30 p.m. in Royce Hall 238. Limited enrollment. Meets for seven weeks. Directed toward beginning or non-teachers, although those with previous teaching experience will also find it useful to polish and inmprove their communication skills. For additional information, contact the instructor, Dr. Waldo Phelps (825-3303).

Speech Awareness for Beginning Teachers

A series of seven workshop sessions designed to assist the neophyte teacher in talking with and before student groups by making him aware of his own strengths and weaknesses as a "teacher-figure" and classroom leader. Emphasis is on building self-confidence and self-awareness in teaching situations. This workshop is ideal for those who have not had prior experience with video taping and who wish to have an introduction to video recording of their teaching performance in an extremely supportive and informal setting. This also serves as an excellent preparation for the Exposition for College Teaching Workshop, although it need not be taken as a prerequisite.

Will meet on Thursday afternoons beginning October 4 from 2:00 p.m. until 4:00 p.m. in Social Welfare 263. Useful for non-teachers and beginning teachers. Enrollment limited. Will be offered again in the Winter Quarter if there is sufficient interest. For further information, contact the instructors, Nita Earnhart (825-7744) or Dr. Bill Hessell (825-4071).

Teaching Internship Program

This activity is designed for those who wish to gain teaching experience outside the Department, in local junior and four-year colleges. It is particularly useful to students nearing the end of their graduate studies as a means of establishing contacts in the academic world for future employment opportunities, especially in the community colleges. Interns will teach their own course at a local college being treated like a regular faculty member at that institution. Some supervision and assistance will be provided at that school and at UCLA, but most of the responsibility will lie with the intern. Because of the considerable responsibility and required commitment, only advanced graduate students are encouraged to undertake the internship. Often leads directly to an offer of full-time employment on completion of graduate studies.

Arrangement of the time and place of internship is extremely flexible. Requires commitment for a full quarter or semister. Will be offered again in the Winter and Spring Quarters. For additional information, contact the program director, Dr. June E. Millet (825-2136).

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A number of other teaching-related resources are available at UCLA to program participants. If you are interested in becoming involved with the activities of one of the resource agencies listed below, you even may wish to develop a preparation scheme or activity of your own design. Some of the resources you might consider utilizing are:

Education and Psyhhology Library--A branch of the University Library system which provides specialized servises in support of research and instructional needs in the fields of teaching and learning. This library collection contains nearly 200,000 items, with subscriptions to nearly 2,200 current journals and serial publications. Numerous specialized refernece works, indexing and abstracting services, and bibliographies available. In addition, this library serves as a depository for all available ERIC (Educational Resources Information Center) documents as well as indexing these materials. Located on the third floor of Powell Library, Room 390. (825-3652)

Creative Teaching Information Center (CTIC)--A student-supported group which is dedicated to improving the quality of instruction at UCLA through "self-help" work with faculty members and graduate student teachers. Much of their emphasis is on innovative teaching techniques and non-conventional approaches to teaching and learning. CTIC operates out of Kerckhoff 301. (825-2759)

Learning Skills Center--LSC is the only agency at UCLA which is devoted exclusively to the problems of learning and the student as the end-product of educational experience. Expert assistance and advice on learning theory and practice is available to both faculty and students. Located in Social Welfare 271. (825-7744)

Media Center--In addition to providing audio-visual support to academic departments at UCLA, the Media Center is most interested in assisting instructors and students to learn to utilize various instructional media to their greatest advantage in teaching-learning situations. Several auto-tutorial "Learning Resource Centers" have been founded around the campus by the Media Center, and their services are also available for use of the closed-circuit TV monitors in Bunche Hall. Media Center is in Royce 122. (825-4401)

Center for the Study of Evaluation (CSE)--Mainly concerned with the development of new materials, practices, and techniques for evaluation systems in education, including program evaluation, curriculum evaluation, and methods of evaluating teaching and learning effectiveness. CSE is in Moore 145. (825-4711)

Office of Educational Career Services--The local "clearinghouse" for counselling and information to anyone seeking a career in teaching or education. Prospective teachers, in addition to obtaining information on employment opportunities and requirements, can establish their own placement file containing vitae, recommendations, etc. which can be sent on request to potential employers. For job search or career opportunity information go to Math-Science 4223. (825-2136)

Student Services Office, School of Education--For information on degree and credential requirements for public school teaching (including community colleges), consult this office in Moore 201. (825-2621)

TPP Teaching-Learning Reference Collection--A highly selective collection of more than 350 items (books, articles, instructional materials, manuals, bibliographies, etc.) specifically designed to be of use and interest to beginning teachers. Available only to graduate students and faculty in the Geography Dept. as a part of the departmental library located in Bunche 1261. (825-1071)

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In addition to the teaching positions, seminars, and workshops listed on the preceeding pages, a number of individual or self-directed activities are available to TPP participants. More than one activity may be undertaken each quarter; since practice teaching and theoretical preparation constitute the core of the program, optimum benefit can be achieved by simultaneous participation in teaching and preparation activities, either group or individual. Academic credit for certain of the activities listed below is available, subject to the approval of the department chairman.

Independent Reading and Study

Participants may design their own program of readings around some selected topic related to college-level teaching and/or geographic education. In addition to an excellent collection of reference materials and instructional media in the University Research Library and the Education/Psychology Library (located on the third floor of Powell), a special collection of teaching resource materials and references has been established in the Geography Department Library.

Self-Designed Activities

Subject to the approval of the department chairman, TPP participants may design their own preparation activities, suited to their individual needs and interests. A number of opportunities for such activity are available, both in the department and outside; a list of teaching-related resources and potential activity centers is included on the following page.

Lecture Series on Employment and Placement in Higher Education

A series of group meetings with other graduate students designed to provide information concerning strategies and procedures for seeking faculty postitions at community and four-year colleges in the United States and abroad. In addition, participants will have an opportunity to develop and practice interview skills through video taping of practice job interviews. These meeting are conducted by professional employment counsellors at the Office of Educational Career Services, and a new series of meetings will be offered several times each quarter. For details on starting dates and times or further information, contact the Educational Career Services Office in Math-Sciences 4223 (825-2136).

Formal Coursework Offered outside the Department of Geography

Several departments and professional schools at UCLA offer programs or courses which might be of use or interest to the future college instructor. Consult the graduate advisor or catalog course descriptions of the following: Graduate School of Education, Graduate School of Management, Department of Psychology, School of Architecture and Urban Planning, School of Library Service, Creative Problem Solving Program, Department of Sociology, Department of Speech.